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ABSTRACT

The aim of this book is to provide a thorough account of what is known about the acquisition of reading abilities in a second language and to foster a more principled research and instruction in second language literacy. Discussion is set forth from a variety of perspectives: first, through examinations of theoretical models of the reading process and their application to a second language context; second, through a synthesis of the empirical database from 1973 to the present; third, by means of descriptions of reader-based interactions with second language texts, and finally, through concepts of curriculum, instruction, and assessment. It is argued that an analysis of second language readers documents the reading process as language-dependent rather than as universal. Chapters address the nature of second language reading, the data base in second language reading, text- and knowledge-driven operations in second language reading, and second language reading classroom factors. Assessment of comprehension is briefly reviewed, and recommendations are offered for theory, research, curriculum, and instruction. (Numerous references, figures, and tables are included.) (NAV)

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